



## H B RHAME ELEMENTARY

1300 Arrowwood Road  
Columbia, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	437 Students	
<b>Principal</b>	Mikell G. Owens	803-731-8900
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Vince Ford	803-231-7556

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

### RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Average</b>
2009	Below Average	Average
2008	Below Average	Below Average
2007	Below Average	Good
2006	Below Average	Below Average

### DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

### SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

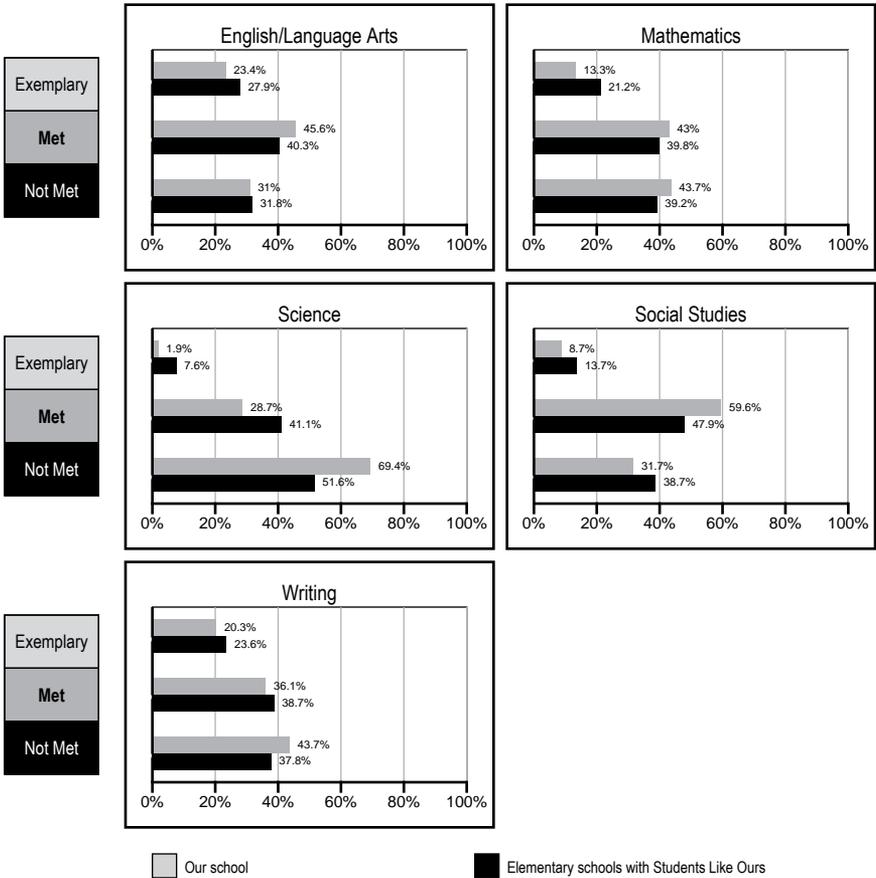
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	5	103	40	18

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=437)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.7%	Down from 4.6%	1.6%	1.2%
Attendance rate	95.4%	Down from 95.7%	95.8%	96.1%
Eligible for gifted and talented	5.0%	Down from 5.9%	5.3%	11.7%
With disabilities other than speech	4.8%	Up from 3.4%	8.6%	8.0%
Older than usual for grade	0.3%	Down from 0.6%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	61.3%	Down from 62.1%	58.6%	60.5%
Continuing contract teachers	67.7%	Down from 69.0%	80.6%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	91.7%	Up from 86.1%	84.8%	87.0%
Teacher attendance rate	95.8%	Up from 94.1%	95.2%	95.4%
Average teacher salary*	\$51,709	Up 0.9%	\$45,655	\$47,288
Professional development days/teacher	5.9 days	Down from 9.4 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	13.0	No Change	3.5	4.0
Student-teacher ratio in core subjects	19.9 to 1	Up from 18.2 to 1	18.0 to 1	19.2 to 1
Prime instructional time	91.0%	Up from 88.3%	90.3%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,188	Up 0.2%	\$8,356	\$7,548
Percent of expenditures for instruction**	78.2%	Down from 78.5%	67.8%	68.7%
Percent of expenditures for teacher salaries**	73.9%	No Change	62.8%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

H. B. Rhame, Jr. Elementary School maintained progress during the 2009-2010 school year in grades 3 and 5.

The teachers at H. B. Rhame, Jr. Elementary received 12 hours of staff development in using technology as an instructional tool. One hundred percent of our teachers have achieved a technology level of proficient or higher. The school used teleconference equipment so that students could interact with others around South Carolina, the United States, and the world.

Test results indicated a need to continue additional efforts to improve language arts and math skills, with special emphasis in the 4th and 5th grade. We have a 30-week Skill Development Program and a SuccessMaker Lab to reinforce skills taught in both language arts and math. These skills also are emphasized in our After-School Academic Support Program, along with science and social studies. We also have two half-time tutors who work with our students one-on-one to develop their math and reading skills. Maintaining a competent certified staff will continue to move larger percentages of students to scores of basic or above on PASS.

We continued Breakthrough to Literacy in kindergarten and first grade to develop the skills and knowledge our young learners need to become competent readers. Accelerated Reader was used in grades K-5. Reading Buddies from Saint Andrews Baptist Church, Virginia Wingard Methodist Church, and Saint Andrews Middle School read to students weekly. North Trenholm Baptist Church and Saint Andrews Baptist Church held a book drive.

We continued a Behavior Intervention Program for students who need help in improving social skills. We have continued to strengthen our Character Education program, by developing a school-wide focus on a different character trait each month.

Community involvement is a great asset to our school. Our volunteers enjoy programs such as Books and Breakfast, Real Men Read, Grandparent's Day, and Sonic Night. In addition to our strong volunteer program, we have two Lunch Buddy programs and two Kids' Café Programs, and three after-school programs sponsored by two community churches. Two new interfaith partners joined hands with Rhame this year, North Trenholm Baptist Church and Young's Chapel Baptist Church. North Trenholm Baptist Church and Round Top Elementary School held a coat drive for the Rhame students in the fall of 2009.

The most challenging issue facing our school continues to be the high mobility rate of our students and their lack of social development skills. We are working with parents to increase the reinforcement of skills at home to sustain progress in student achievement. Parent participation in some school activities has increased this year.

Mikell G. Owens, Principal

Darlene Stroman, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	51	33
Percent satisfied with learning environment	96.9%	86.0%	71.9%
Percent satisfied with social and physical environment	96.9%	90.0%	84.8%
Percent satisfied with school-home relations	64.5%	94.0%	72.7%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

<b>NI</b>	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
<b>CSI</b>	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
<b>CA</b>	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
<b>RP</b>	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
<b>R</b>	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
<b>DELAY</b>	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
<b>HOLD</b>	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.4%	94.0%*	Yes

\* Or greater than last year

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	177	100	31	45.6	23.4	88	78.2	83.5	Yes	Yes
<b>Gender</b>										
Male	89	100	31.2	44.2	24.7	84.4	74.7	80.1	N/A	N/A
Female	88	100	30.9	46.9	22.2	91.4	81.6	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	93.3	89.6	I/S	I/S
African American	167	100	31.1	45.7	23.2	88.1	74.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	84.2	92.7	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	80.8	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	58.8	35.3	5.9	64.7	45.3	51.7	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.9	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	147	100	32.6	50	17.4	88.6	73.1	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	177	100	43.7	43	13.3	71.5	72	80.4	Yes	Yes
<b>Gender</b>										
Male	89	100	44.2	41.6	14.3	70.1	70.3	78.4	N/A	N/A
Female	88	100	43.2	44.4	12.3	72.8	73.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	9	I/S	I/S	I/S	I/S	I/S	90.2	87.8	I/S	I/S
African American	167	100	44.4	42.4	13.2	70.9	67	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	88.4	93.5	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	77.8	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	19	100	N/A	N/A	N/A	35.3	34.8	46.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	147	100	46.2	42.4	11.4	69.7	65.9	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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## PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	121	100	69.4	28.7	1.9	30.6	56.5	67.3
<b>Gender</b>								
Male	59	100	72	26	2	28	56.1	66.9
Female	62	100	67.2	31	1.7	32.8	56.8	67.7
<b>Racial/Ethnic Group</b>								
White	4	I/S	I/S	I/S	I/S	I/S	86.3	79.6
African American	116	100	70.8	27.4	1.9	29.2	48.2	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	76.2	84.4
Hispanic	1	I/S	N/A	N/A	N/A	N/A	64.9	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
<b>Disability Status</b>								
Disabled	15	100	N/A	N/A	N/A	21.4	23.9	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	62.7	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	107	100	70.5	27.4	2.1	29.5	46.5	55.4
<b>Social Studies</b>								
All Students	116	100	31.7	59.6	8.7	68.3	64	70.9
<b>Gender</b>								
Male	58	100	29.4	56.9	13.7	70.6	61.9	70.1
Female	58	100	34	62.3	3.8	66	66.1	71.7
<b>Racial/Ethnic Group</b>								
White	7	I/S	I/S	I/S	I/S	I/S	86.9	79.2
African American	108	100	32.7	59.2	8.2	67.3	57.7	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	82.1	86.8
Hispanic	1	I/S	N/A	N/A	N/A	N/A	67.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	11	100	I/S	I/S	I/S	I/S	31.7	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	65.2	68
<b>Socio-Economic Status</b>								
Subsidized meals	94	100	32.9	61.2	5.9	67.1	56.5	60.8

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	173	98.3	42.9	36.5	20.5	57.1	63.4	72.1	95.4	95.9
<b>Gender</b>										
Male	88	98.9	51.9	29.9	18.2	48.1	56.3	65.2	95.5	95.7
Female	85	97.7	34.2	43	22.8	65.8	70.4	79.2	95.3	96.1
<b>Racial/Ethnic Group</b>										
White	7	I/S	I/S	I/S	I/S	I/S	86.2	80.8	95.5	96
African American	163	98.2	43.2	35.1	21.6	56.8	57.3	59.7	95.5	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	87	90.5	96.2
Hispanic	1	I/S	N/A	N/A	N/A	N/A	62.9	64.6	90.8	95.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	93.4
<b>Disability Status</b>										
Disabled	18	94.4	N/AV	N/AV	N/AV	25	21.1	27.7	95.6	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	63.7	85.9	96.3
<b>Socio-Economic Status</b>										
Subsidized meals	138	97.8	45.3	38.3	16.4	54.7	55.2	61.9	95.4	95.7

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>English/Language Arts</b>							
<b>2009</b>	3	63	100	36.8	38.6	24.6	63.2
	4	62	100	42.1	33.3	24.6	57.9
	5	51	100	22	58	20	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	65	100	27.3	40	32.7	72.7
	4	60	100	35.2	50	14.8	64.8
	5	52	100	30.6	46.9	22.4	69.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>							
<b>2009</b>	3	63	100	52.6	36.8	10.5	47.4
	4	62	100	43.9	43.9	12.3	56.1
	5	51	100	46	46	8	54
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	65	100	56.4	29.1	14.5	43.6
	4	60	100	29.6	51.9	18.5	70.4
	5	52	100	44.9	49	6.1	55.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Science</b>							
<b>2009</b>	3	33	100	72.4	17.2	10.3	27.6
	4	62	100	43.9	52.6	3.5	56.1
	5	25	100	N/AV	N/AV	N/AV	45.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	33	100	89.3	3.6	7.1	10.7
	4	60	100	N/A	N/A	N/A	37
	5	28	100	N/A	N/A	N/A	38.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
<b>Social Studies</b>							
<b>2009</b>	3	30	100	53.6	39.3	7.1	46.4
	4	62	100	22.8	64.9	12.3	77.2
	5	26	100	38.5	42.3	19.2	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	32	100	40.7	55.6	3.7	59.3
	4	60	100	27.8	70.4	1.9	72.2
	5	24	100	30.4	39.1	30.4	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
<b>Writing</b>							
<b>2009</b>	3	64	100	37.9	27.6	34.5	62.1
	4	64	100	40.7	42.4	16.9	59.3
	5	52	100	42	46	12	58
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
<b>2010</b>	3	62	100	50.9	27.3	21.8	49.1
	4	59	96.6	32.1	54.7	13.2	67.9
	5	52	98.1	45.8	27.1	27.1	54.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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